

# **CHAPTER I**

## **INTRODUCTION**

This chapter discuss about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key terms.

### **1.1 Background of the Study**

In Indonesia, English as a foreign language is taught as compulsory subject which is started from elementary until university. The students should master English competence if they do not want to fail in the final exam. In the field of language teaching, it is stated that teaching English focuses on four language skills, namely: listening, speaking, reading and writing (Depdiknas, 2006).

Those skills are divided into two categories such as receptive skill and productive skill. Listening and reading include as receptive skill. Then, speaking and writing include as productive skill. Productive skill is a skill which is used by someone to communicate with others. Speaking can be used as oral communication and writing as written communication. Winterrowd and Murphy (1985:2) said that writing is the transforming idea into words on the paper, and the writers can discover the ideas to express their feeling. Writing is not only process of arranging the words into sentences or paragraphs but also there are some ideas which are arranged in sequence and chronological. In writing, people must organize their ideas and feelings in the

form of words and combine them into sentences. A sentence will be developed into paragraph and every paragraph is related each other. In fact, the students still felt difficult in writing skill, writing is one of English skill that is difficult to be mastered, Paul (2003:96).

In the syllabus of curriculum or KTSP (2006), students in Senior High School were taught some types of English text. Each of the text has differences in social functions, generic structures and also the grammatical features that students should be mastered. One of the writing texts is procedure text. The students should describe how something is done through a sequence of action or steps. In fact, not all students can write a procedure text. They sometimes only can develop 2 until 3 steps without giving clear explanation. Not only that, but also to write something students usually need long time to finish their text. So, it can be said that they cannot generate their ideas and communicate their ideas. According to Elanneri Karani (2008), there are four problems which are faced by students when they write a text. Those are content, organization, vocabulary and grammar. In content, the students cannot produce an effective text because the students cannot construct the idea and then supporting detail into paragraph. Writing is a process to deliver ideas using message. If someone has not any ideas, so it is impossible to write (Hutchinson, 2005:5). Students also have lacks in vocabulary, and in the grammar they cannot use appropriate sentence structure correctly.

Actually the English teacher in MA.Ma'arif NU Sidomukti taught the material about procedure text but the students' still difficult to apply it in writing. It is important for the teacher to see how her/his communication

model or strategy with the students. As we know the teaching learning process in Indonesia is still low, the teacher commonly uses the traditional method. If the students use traditional method it make learners felt bored. To solve those problems, the researcher suggests the strategy which can make learners develop their ideas through interesting learning. A strategy which can be applied is blended strategy. Blended strategy is a modern strategy in the area of education. In blended strategy, it is easy for the teacher to blend traditional classroom with computer based virtual classroom. Blended strategy is a strategy that different with other because this strategy uses internet access. This strategy is suitable in this globalization era because most of people use internet access in their daily life. Using this strategy in this study will give more learning sources to the learners because this strategy uses internet access in the teaching learning process.

The teaching learning process in the class will be combined with the internet access. Milheim (2006) stated that blended learning is combination of traditional learning with e-learning. According to Paine (2003) blended learning can motivate the students become an independent students by doing the activities and increase students' achievement. Blended Learning is a form of direct and indirect learning. Direct learning is the use of internet and indirect learning occurs in the traditional classroom (Krause, 2007). Blended learning can enhance learning process. The teacher can use different multimedia as communication tools include e-mail, instant messaging, mailing lists and forums (Ibrahim, 2011).

There are some previous researchers that have been applied the blended strategy. The first is according to Kim (2014) this study was to examine the effects of mobile phone usage in blended learning of reading comprehension. The results from the study indicated that all the participants get the improvement reading in comprehension after the treatment. Most of the students in the experimental group considered it is useful and helpful for using mobile phones for English learning.

The second is based on Vernadakis (2012), from this research blended learning was applied in the students physic education in early childhood course. The result of this research is the students' performance was more active in the classroom because of blended strategy. As the differences between previous research and present research, the previous researches focus on the students of scientific English in university and the students of physic education in early childhood course. This present research, the researcher tries to apply the blended strategy in writing procedure text which entitles "The Effect of Blended Strategy in Writing Skill for The Tenth Grade Students' at Ma. Ma'arif NU Sidomukti". This study, the researcher chooses this school because for applying blended strategy it must be needed internet connecting and also computer. In this school has English laboratory and Wi-Fi. Another reason the researcher chooses that school because the teacher never teaches English writing procedure text by using blended strategy. Therefore blended learning strategy becomes the new strategy for the teacher and the students in the process of teaching and learning activity in English writing procedure text.

In this research, the researcher wants to know is there any significant effect of blended strategy for increasing students' writing procedure ability.

### **1.2 The Statement of the Problem**

Is there any significant effect of blended strategy for increasing students' writing procedure ability?

### **1.3 The Purpose of the Study**

Based on the statement of problem above, the purpose of this study is to investigate the significant effect of blended learning strategy in writing skill for 10<sup>th</sup> grade students at MA. Ma'arif NU Sidomukti.

### **1.4 Hypothesis of the Study**

Based on the problem presented above, the hypothesis is formulated as follow:

There is a significant effect of blended strategy in writing procedure text for tenth grade of MA. Ma'arif NU Sidomukti in the academic year 2016/2017.

### **1.5 The Significance of the Study**

#### **a. Theoretical Significance**

Researcher hopes this study give contribution to educational research development in Indonesia, especially in experiment research.

## **b. Practical Significance**

For practical significance, the result of the study can give some benefits to students and teachers as follow:

- For the teacher

This study is supposed to help English teacher to reduce problem of teaching writing and find the strategy to teach writing. Also, it is supposed to give variation of strategy in teaching writing.

- For the students

This study is supposed to ease and motivate students for improving their writing capability through blended strategy especially in writing procedure text.

- For other researcher

Hopefully this study can be a reference and source related to teaching writing strategy.

## **1.6 The Scope and Limitation**

The scope of this study is the researcher focuses on the usage of blended strategy in teaching writing. The limitation of the study is the tenth grade of MA. Ma'arif NU Sidomukti. In other words, the researcher investigates the effectiveness of blended strategy in teaching writing for the students at MA. Ma'arif NU Sidomukti, especially for the tenth grade and focuses on writing subject. Therefore, the result would only provide effective strategy for the students.

## **1.7 The Definition of Key Terms**

There are some terms which are adopted by researcher in order to avoid misunderstanding. Those terms are as follows:

Writing is the mental of discovering the ideas, thinking about how someone can express ideas into written form and make the reader understand with the message.

Blended learning is a combination of traditional learning (face to face) with technology (internet) to support the material resources in the classroom.